

A STUDY OF THE RELATION  
BETWEEN  
STATE SUPPORT AND THE EDUCATIONAL PROGRAM  
OF  
SCHOOLS IN KIOWA COUNTY  
FROM 1929 TO 1936

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A STUDY OF THE RELATION BETWEEN  
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OF SCHOOLS IN KIOWA COUNTY  
FROM 1929 TO 1936

BY

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## CHAPTER I

## Introduction

The writer, during the period of years covered by this study was a teacher in the schools of Kiowa and neighboring counties in Oklahoma. During this time, he noted the remarkable effect which the increasing amounts of state aid furnished the schools in Kiowa County from 1929 to 1936. However, no unified study of the effect of state aid on the schools of Oklahoma has been made; so the writer, drawing from his experience in the rural schools of Kiowa and Harmon counties, has made a thorough investigation from every possible angle of the effect state aid had on these schools during the period of years above mentioned.

The gathering of material for this study was begun during the summer of 1936, and was continued up to the present date with the idea of presenting the findings in some form that might aid others in studying the financial conditions of the common schools of Oklahoma with relation to the amount of state support supplied them.

The study, as herein presented, covers the period of years from 1929 to 1936 with the exception of the years 1930-31 and 1932-33, which were not considered. The writer believes that the years selected from this period present a good deal of study in the cross-section.

From the beginning of the depression, late in 1929,

the financial condition of the schools of Kiowa County has been critical. The period of depression, under-normal business conditions, unsettled farm commodity prices, crop failures, and other conditions apparently conspired to cripple Kiowa County's population financially, more or less. Since less funds were coming from local sources and more funds were needed but could not be raised by local taxation, the task of helping these schools to regain their former standards of educational merit was placed with the Governor of Oklahoma and with the State Legislature.

Several terms used in this thesis should be defined, in order that the reader may have a clear understanding of the interpretations made by the writer. Among these is the term "Local Funds." As used in this thesis, the term "Local Funds" is construed to mean the local ad valorem taxes, county apportionments for school purposes, state apportionment, revenues from the beverage tax, Indian tuition, and any other revenue not supplied by special act of the State. These revenues, with the exception of ad valorem taxes, remained rather constant in Kiowa County, and did not affect the conditions of this study.

The term A. D. A., as used in this thesis, shall mean Average Daily Attendance.

For purposes of clarifying this study, the schools contained in Kiowa County's system will be divided ar-

bitrarily into three groups, which will be named, respectively, "Group One", Group Two", and "Group Three". Group One, as here set up, will contain the forty one-teacher schools in Kiowa County; group two will be composed of a group of thirteen two-teacher schools; and group three will contain the schools of Hobart, the county seat of Kiowa County, two consolidated schools, and seven schools located in small towns of an average population of the one thousand each.

A summary of House Bills 241 and 212, the two acts during 1934-35-36 under which the main part of the state aid system came into being, is included to explain certain references to these two measures made in the text of this thesis.

#### House Bill #212

The state apportionment and the gross production tax on oil will be apportioned during the fiscal year 1935-36 on the same basis as in 1934-35. The gross production tax on lead and zinc will be apportioned in the same manner as the gross production tax on oil.

House Bill #212 apportioned \$8,200,00 plus the amount derived from the Beverage Tax, from the general revenue fund of the State for the support of common schools. The law provides that the total amount shall be divided into two parts--Primary Aid, and Secondary Aid.



Common School Equalization Fund, House Bill 241

Length of term: All salaries provided for in the regulations shall be based upon the term of eight months, except as otherwise provided for superintendents and principals. In the event there is sufficient money, state aided schools will be increased in length of term. In the event there is insufficient money to have eight months, state aided schools will be reduced in accordance with the amount of money available.

General maintenance costs: All types of schools will be allowed not to exceed \$150 per teacher for maintenance purposes.

Salaries: The salaries provided for in these regulations shall be the maximum which may be paid under the given conditions.

Number of teachers: State aid shall be allocated to school districts on the basis of the average number of teachers in districts of similar size in Oklahoma.

## CHAPTER II

## Teacher's Qualifications

Over the five year period following 1930, the number of teachers in one room schools in Kiowa County remained almost constant. However, in 1931, one school was discontinued, but the number of teachers in the other schools remained identical. Beginning with the school term in September, 1933, because of increased enrollment one teacher was added to district number 74, transforming it to a two-teacher school. In the two years following, districts number 29 and 11, respectively, became two-teacher institutions in a similar manner. In the group of regular two-teacher schools only one change was made. One district which normally employed two teachers to carry on its regular curriculum, found in necessary to change its policy and have only one instructor. Consolidated and city schools show practically no change in the number of teachers employed; however,

(Table No. 1)

Number of Teachers					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	40	39	40	41	41
2	26	26	25	25	25
3	155	149	146	158	158
Total	221	214	211	224	225

Source: Annual Statistical Report.

it is shown that the teachers were decreased six in number the second year. The next year shows a slight decrease due to the retrenchment in all schools in order to keep their expenditures within their budget. The following year an increase is noted due to the effect of the school equalization fund. This increased state support was responsible for an increase of twelve teachers, but it was much more noticeable in the effect it had upon the expenditures to enrich the programs of the schools. The last year shows no increase in the number of teachers, because most of the extra money made available by House Bill 212 was used to increase salaries, add equipment, and better maintain the schools rather than to add teachers.

The qualifications of teachers in the one-room schools in Kiowa county have made a noticeable increase since 1929-30. This increase in the teacher qualifications can be better understood if we take into consideration that 1933-34 showed a lower teacher training on the average than did 1931-32. We would expect a very substantial increase the year following the peak of the depression. Not considering the inevitable increase of 1934-35, state support certainly played a great part in raising the qualifications of teachers in Kiowa county. In the year 1935-36, over 65% of the teachers held Bachelor Degrees or better. The 50% mark

had never been reached prior to that year.

Group two and three show a gradual increase in teacher qualifications over the five year period of this study, with the exception of 1933-34 which showed a slight decrease compared to the following year. This can possibly be explained by taking into consideration that this was a low year in our education history. Salaries were cut and expenditures for maintenance and equipment were materially reduced. In the face of these facts, schools boards were not as strict in adhering to high standards of teacher qualifications. The depression had made an increase in the number of eligible candidates for teaching positions, by causing many prospective teachers who had planned to remain in college to go out into the field seeking jobs. Even though a small percent were employed, it was sufficient to reduce the average qualifications in these schools. The increase, other than this year, was slight but very regular up to the year 1934-35. During this year the common

(Table No. 2)

Teacher Qualifications.					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	56.6	57.6	52.2	81.	89.2
2	64.4	72	64.	78.	99.6
3	87.5	95.5	108.	114.7	126.
Average	69.5	75.	74.7	91.2	105.3

Source: County superintendent's annual personnel report and Personnel reports from Independent Schools.

school equalization fund was the most important factor accounting for the increase in qualifications. The state board of education set up higher standards for teachers in modifying their methods of certifying teachers. The local school boards, being spurred by increased state support, began to demand higher standards in qualifications for their local schools. The last year of this study showed by far the greatest increase in teacher qualifications. This is without doubt, largely due to the extra inducements made by the state board of education toward teacher qualifications. It was so arranged that the schools which received state aid could maintain a school as many days with teachers who were well qualified, as they could with poorly qualified teachers. This was because they received state aid largely on the basis on their teacher qualifications.

In group one, during the first three years of the five year period involved in this study, the salary paid teachers for their services declined very rapidly, and during the last two years, salaries rose sufficiently high to be approximately 20% less than they were in the school year 1929-30. All schools in this study lowered the teachers' salaries during the year 1931-32 approximately 10%, and during the next year, almost 30%. This very pronounced reduction was caused by the general financial condition in the country due to short crops

and low prices, and reduced valuations. Even though the state was attempting to support the schools financially, the funds were entirely inadequate to overcome the above-mentioned reductions. When the teachers' salaries were cut, the school boards had to retrench financially and a cut in salaries was one of the easiest and most possible solutions. In the year 1934-35, under the operation of the common school equalization fund, the total teachers' salaries in Kiowa County increased approximately 25% over the preceeding year. The next year, the first year House Bill 212 was in effect, the salaries increased approximately 10%. The last two increases can only be explained by the more equal distribution of state support and the more strict regulations required by the state board of education, and, consequently, by the local boards.

(Table No. 3)

Teachers Salaries					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	37,181	30,932	25,361	21,983	27,107
2	23,737	21,621	14,653	16,525	17,360
3	152,053	143,434	96,109	125,144	140,171
Total	212,971	195,977	132,617	167,158	184,638

Source: County superintendent's annual personnel reports,  
and Personnel Reports from Independent Schools.

## CHAPTER III

Enumeration and Enrollment

The factors affecting enumeration and enrollment in Kiowa County during the years 1929 to 1936 were both local and national in scope. They included, among other things, the general economic conditions of the country. Beginning with 1930, as is well known, the economic cycle affecting the whole nation was definitely downward. Farm prices broke with the rest, so that even when there were decent crops, it was nearly impossible to make a living on an Oklahoma farm, or indeed, one almost anywhere in the nation. The prices of cotton and wheat sagged to low points during 1933 and 1934, and even at the end of this study, in 1936, with the aid of better crops and higher buying power of consumers, these prices had not fully recovered.

Local conditions, too, must be taken into account. In Kiowa county, and in the entire south and west, the drouth which prevailed until 1935-36 not only curtailed crops, but sapped the farmers' courage and their belief in the future of agriculture. This loss of faith in the future of the farm, caused the farmers either to leave the farm altogether or move out of the county to seek better farms and opportunities. Many of these farmers moved to larger cities, there either to go into private business, or, as many did, become charges of the government.



As the depression wore on, there were several conditions instrumental in reducing the effect and bringing back to Kiowa County and Oklahoma in general, a condition of semi-prosperity. Government made work programs, which began in 1933, and have continued to the present day, have helped the farmer somewhat. These, however, had not so much effect as the government crop control and crop benefit programs. Government aid in the matter of drouth relief, seed loans, etc., has helped many of these farmers to tide themselves over the depression.

With the aid of the following tables, an attempt will be made to analyze the effect of these conditions and others on the public schools of Kiowa County. Table four, Enumeration, shows that in Group one of the schools, there was a steady decrease in enumeration from 1929 onward. It is possible to lay this to the desire stated above--that of the farmers to move away from the farms of Kiowa county into other places of better opportunity or into the city. Group two schools show a slight increase in 1931-32. This increase, in the face of the depression which had just begun, may be listed under delayed effect of the depression, which had not hit the slightly more prosperous and therefore better prepared areas in which these schools were located. Since the schools were forced to retrench their finances during



these years, we may attribute the drop in enumeration after 1932 up to 1934-35 to this fact in that the teachers did the enumerating instead of hired enumerators. The enumeration during the height of the depression, was, therefore, not as efficient as it had been; probably not over 70% of the students entitled to be enrolled were being enumerated. The depression during 1932-34 was at its height, also, and the financial condition of the farmers was not good. Then, after 1934, conditions became better in the schools due to improved finances of the patrons of the schools, state aid of the weaker schools, and improved enumeration. A general decrease during the first four years in Group three may be attributed to general economic conditions causing impoverishment of the schools and their patrons. An increase after

(Table No. 4)

Enumeration					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	2117	1808	1727	1596	1528
2	1174	1180	1024	941	1064
3	6568	6118	5855	5456	5686
Total	9859	9106	8606	7933	5686

Source: Annual Enumeration report.  
 1935 may be laid to increased state aid of these schools and a better extra-curricular program, as well as the general economic improvement. This increase, however,

is but one-fifth of the way back to normal enumeration as determined by 1929 levels. It may be concluded from this table that state aid of schools played at least some part in checking the fall of enumeration; and that government works programs had little or no effect on enumeration.

In group one, there was a great decrease the first year in enrollment, during the drop in financial condition which hit the small rural districts first. A gain of 8% in 1933-34 over 1931-32 may be traced to government CWA made work which centered around the schools and bringing pupils to school along with their parents who were on the made work. The next year, 1934-35, there was a drop of 10% due both to continuing adverse weather and crop conditions and to low crop prices and the general continuance of the depression. This forced enrollment down for the same reasons, as given under enumeration. A further drop of 4% in the fourth year, 1935-36, suggests that these effects were still forcing farmers out, but that the effect of the depression, at least on school patrons, had by that time been lessened. The slowing factors were probably government crop benefits and other like movements.

In Group two, there is a steady decrease over the first three years from 1929 to 1934-35, due to the general effect of the depression. In this group, work relief and government aid, both national and state, had

no effect until the fourth year, 1935-36, when there was some increase as an indication of better schools and better conditions economically.

In group three, there was a steady decrease the first two years due again to depression; here, however, the depression's effect was slowed sooner due to the greater centralization of government work relief and other benefits around larger cities. This is shown by the fact that between 1933 and 1935, the enrollment remained practically constant and even showed a slight increase. There is then a considerable increase in the last year. Financial improvement of conditions contributed here, but state support was one of the predominant factors in improving enrollment among these

(Table No. 5)

Enrollment.					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	1607	1179	1291	1151	1102
2	985	807	770	677	746
3	6041	5545	5206	5265	5862
Total	8633	7531	7257	7093	7710

Source: Annual Statistical Reports.

schools. Inasmuch as state support became an important factor in the finances of these schools at about this time, it is fair to conclude that state support made

possible an enriched curriculum in these schools, a more efficient physical plant and faculty, and furnished extra curricular activities which brought pupils back to the schools.

Average daily attendance was affected greatly by general economic conditions as were all of the headings under this group. As may well be expected, a decrease in average daily attendance was shown during the first year after 1929, during a time when farmers were hard hit and were either financially unable to send their children to school or had to take those of their children who were in school out to help them with farm work. It is worthy of note that in this group the A.D.A. varies directly with the table, percent ADA is of total enrollment (table No. 7), for Group A.

In Group two of this table, it is shown that there is a very slight decrease in average daily attendance over the years. This decrease is in line with the variation both in enumeration and enrollment except the last year, which in the latter two cases shows an increase. In view of this upturn in enrollment and enumeration, it is logical to assume that the continued decline in A.D.A. was due to more work which was available to school students.

Group three shows a great decrease the first year and a gradual increase in the years following. The last year remains practically constant. This increase is

probably due partly to state aid, which began about the middle of the depression, and to the gradually improved conditions of the patrons of the schools.

In general, it may be concluded that state aid to weak schools helped to maintain the average daily attend-

(Table No. 6)

Average Daily Attendance					
Group No: 1929-30: 1931-32: 1933-34: 1934-35: 1935-36					
1	908	825	826	869	732
2	557	512	510	506	503
3	4739	4257	4358	4552	4547
Total	6204	5594	5694	5927	5782

Source: Annual Statistical Reports.

ance at somewhat higher levels that would otherwise have been possible. However, state aid was probably not the deciding factor in the increase in average daily attendance.

In group one of table 4, the first year following 1929 shows a slight increase in percent of average daily attendance of enrollment--that is to say, proportionately more of the pupils enrolled in school attended school all of the time. This was due to the holdover effect of the depression, which was not then fully felt although it had hit the farming areas. The second year, however, shows a decrease. Here it is seen that the depression

and crop conditions were being more fully felt, and that many of those pupils who were still financially able to enroll in school could not attend as much of the time. In the third year, there was an increase in percent of average daily attendance, due in part as in the other tables of this study, to the generally improved conditions as well as to increased state and governmental aid. The fourth year, however, shows a decrease in the proportionate number of enrolled students attending. Since there was a considerably improved cotton crop that year, this decrease was probably due to the necessity of pupils in these areas working with their parents in the cotton fields.

In group two, there is an increase the first year similar to that in group one, which may again be laid to a holdover of pre-depression prosperity. The next two years show a steady and marked increase. This was caused by governmental aid (work relief), crop benefits, and state support, working in about equal proportions. There is another decrease in the fourth year, again similar in cause and magnitude to the reason of group one.

In Group three, the semi-urban and urban areas, the depression bit business and trade much more quickly, with the result that the first year shows an immediate decrease. The next two years, however, show a very noticeable increase. The only visible reason for this increase ,

besides relief, is that of a more enriched school provided by the increasing state aid supplied during the latter part of the time of this study. This more enriched school was attractive to pupils who had been employed and had nothing else to do, so, consequently, they went to school.

The fourth year of Group three shows a decrease of approximately ten per cent. In view of improving economic

(Table No. 7)

Percent A.D.A. is of Total Enrollment					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	56.5	70.	64.6	75.5	66.4
2	56.6	63.4	66.2	74.8	67.4
3	78.4	76.7	83.7	86.4	77.5
Average	63.8	70.	71.5	78.9	70.4

Source: Derived from tables five and six.

conditions and increased state aid to schools, which were by this time well on their way back to 1929 standards of activities and curriculum, there are no conditions within the scope of this study which might be responsible for this change. It is probably due to a mixture of conditions, the sum total effect of which was to keep enrolled pupils out of school longer than otherwise necessary.

Due to the economic depression that had its be-



ginning in 1929, the school term of 1931-32 noted a sharp decrease in enrollment. Although the cycle of economic depression affected urban communities, it is conceded that the rural sections were impaired by the stock market crash, as agricultural prices fell to an all time low. The reduced purchasing power of the farmers caused by these factors is the essential reason for the noted decrease in enrollment in one room schools. On the contrary, the school year 1932-33 was a much more successful year, if the number of students enrolled in a given school may be considered as one of the criteria to judge a school. The accepted reason for this increase is the fact that the made work by the CWA supplemented the purchasing power of the farmers whose children attended the schools classed in Group one. All through history people as a whole have been noted to be more broad minded concerning education during a period of prosperity, the same conclusion follows. Crop benefits, as well as the transition from a period of depression into a business cycle of recovery, is the principal cause of the slight increase in enrollment during the school year 1934-35, which is often referred to as a period number three. Although statistics show a slight decrease in 1935-36, known as period four, the writer concludes that conditions were, in fact, constant in view of the fact that the enumeration for that year were much



more efficient than in prior school terms.

In group two, which is composed of schools located in rural communities and having at least two teachers, a sharp decrease occurred during period one. The sole reason for this circumstance is the great business depression. As in group one, these schools were fortunate in having a noted increase during the school term 1933-34, because of the supplementary purchasing power of the made work. The decrease which occurred in 1934-35 is accounted for by the fact that the majority of made work which had been in rural sections of the country was transferred to cities. Because of more efficient enumeration furnished for the school term 1935-36, the writer concludes that enrollment was really about constant, although statistics show a very slight decrease.

In the schools in cities of not over 9000 population, as well as consolidated schools, there was a slight decrease in enrollment during 1931-32, and the following year, because conditions had not been greatly changed in the cities. This was true because the made work that created an "artificial prosperity" tended to counteract the economic depression caused by the stock market crash of 1929. A further reason why the city schools were not affected as much as were rural communities was that the price of farm products fell faster than did the price and demand of services

of urban population. The slight increase in 1934-35, and the marked increase during 1935-36 school year, were due, not only to the period of business recovery, but also to the much needed state help that was received. The state help is, in the writer's opinion, the most important reason for the great increase in the ratio of enrollment to enumeration.

(Table No. 8)

<u>Percent Enrollment is of Enumeration</u>					
<u>Group No:</u>	<u>1929-30:</u>	<u>1931-32:</u>	<u>1933-34:</u>	<u>1934-35:</u>	<u>1935-36</u>
1	75.8	65.2	74.1	78.3	72.1
2	83.9	68.3	75.1	71.9	70.1
3	91.9	90.6	88.9	96.3	103.1
Average	83.9	74.7	79.4	82.2	81.

Source: Derived from tables four and five.

During the school year 1931-32, the ratio of high school enrollment to the total enrollment was 23.4%, but in 1933-34 over 29% of all students enrolled in

(Table No. 9)

<u>Percent H. S. Enrollment is of Enrollment</u>					
<u>Group No:</u>	<u>1929-30:</u>	<u>1931-32:</u>	<u>1933-34:</u>	<u>1934-35:</u>	<u>1935-36</u>
3	22	23.4	29.1	28.8	27.

Source: Derived from table five.

public schools, were in high schools. The writer believes that the slight decrease of 3% in 1934-35, in

reality, an increase because the enrollment in high school increased during this period. The number of students attending grade schools, however, increased more rapidly, thus forcing the percentage in high schools to a lower level even though the number of students had been increased.

## CHAPTER IV

### School Support

There has been a general tendency to lower the valuations all over the country since 1929. The first and most marked of the decreases in valuation is found in the farm taxation. These taxes were cut very abruptly immediately following 1929. Group one shows a quite slight decrease during the second year, and a very noticeable lowering of valuations during the third year. The slight increase which occurred in the fourth year is not explainable. It is true, however, that a large percentage of the districts in this group did decrease their valuation just a little, however, very few did increase any. This accounts for, as nearly as possible the very slight increase noticed in 1933-34. The last year shows an average increase in the valuations affecting the schools in group one. With the exception of the year 1934-35, group one's trend is typical of the fluctuation in valuations over the state as a whole.

A very slight decrease in the valuations affecting the schools in group two is found in the second year, but in the following year, the valuations were decreased very abruptly. No explanation is found for this condition, although the same circumstance prevailed in other groups of schools. A small number of schools, for some reason increased valuations enough to make a small, almost

negligible, increase in the total. As is true of the other groups, the schools in group two show a decrease in the last year of the study.

Although the other two groups recorded a decrease in valuations during the second year, the schools in group one point out the opposite condition. This came about because city property is not as flexible and subject to change as is rural property; therefore, the valuations in

(Table No. 10)

Valuations					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	5,390,668	5,034,151	3,952,078	3,593,591	3,460,191
2	2,223,933	2,221,511	1,661,370	1,620,431	1,550,827
3	11,930,163	12,656,281	9,071,281	8,744,935	8,629,631
Total	19,544,764	19,912,043	14,274,729	13,958,957	13,640,649

Source: Financial Statement in the Office of the State Equalization Board.

the cities, where most of the schools in group three were located did not lower their valuations as abruptly as did the others. The decrease in the last two years is very gradual and regular. The reason for the decrease in the same as cited for both groups one and two, does not require repeating.

Taken as a whole, the average levy voted in Kiowa County over the five years studied, did not vary much--not over nine mills between the two extremes.

Some fluctuation, however, is noticed in groups one and two. In group one, there was a decrease in the second year, possibly due to poor agricultural crops and extremely low prices for farm commodities. The farmers were beginning to believe that education was a little too expensive and they would have to economize on their expenditures. They believed the first way to reduce the expense was to reduce the levy. The third year there was an increase because the voters found that too extensive retrenchment was not the best thing for their educational institutions, although their valuations were only about one-half what they were in 1931. During the fourth year the levy was almost constant, but a slight decrease was noticed because economic conditions continued to grow worse and the class of people making up the voters that determined the levy to support these schools was not in a financial condition, or the frame of mind, to increase the levy, or even to keep it where it was. Consequently, the levy was lowered a trifle. During this period, patrons were expecting more aid from the state than they received due to the fact that they did not come up to the standards set by the state board for eligibility to receive state funds for educational purposes. The fifth year, however, shows a substantial increase. The patrons realized that if they were to receive the state aid they desired, the best thing that they could do would be to put forth their

maximum effort to support the schools, raise their standards and teachers' qualifications, and in all ways meet the standards set by the state board in order to receive all possible state aid.

Group two follows the fluctuations of group one with very few exceptions. The school patrons in group two, however, did not make as radical changes as did those of group one. Possibly this was because, as a whole, the schools in group two were located in a little better agricultural communities and were proud of their higher standard of schools and instructors. By voting the maximum levy in 1935-36, they obtained all the local funds the law allowed, and by meeting the standards required for state aid, they were able to support their schools in an admirable manner.

The patrons of the schools in group three gave their educational institutions all the financial aid possible by voting the maximum levy each year throughout the period.

(Table No. 11)

Levy Voted					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	8.5	7.64	9.	8.2	9.26
2	10.	8.92	9.64	8.9	10.
3	10.	10.	10.	10.	10.
Average	9.5	8.9	9.5	9.	9.8

Source: Financial statement, State Equalization Board.

By voting the legal maximum levy consistently, it is concluded, that, even in the face of adversity, they are willing to support schools to the limit. Consequently, state aid was theirs, and they had schools that were as good as they expected, if not a little bigger and better.

Group one shows a very remarkable increase all the way through the period of time covered by this study. Over the period of five years embraced in this study, state aid increased from \$95 when it first began to \$9,746. This rather abrupt increase can be attributed to two causes: first, the state was more willing and able to support schools; and, second, the schools were putting forth a strong effort to meet the state board's regulations in order to be eligible to receive aid from the state government. There can be no doubt that the state became interested in and able to help the local districts with their educational problems, because the amount of financial aid given to this county, applicable to the schools in group one, increased to a figure over one hundred and two times the first number.

The same things may be said of the schools in group two, except the increase in the amount of state funds received was not so great. The reason is simple--the two-teacher schools were not in such a bad condition to begin with as were the one-room institutions in group



one. Therefore, they did not require such a large amount of state aid in the later years, because of the increased levy voted by the patrons of these schools.

In the second year increased state aid was furnished approximately 25% over the amount received the first year, these institutions in group three having been given state aid all during this study. The following conditions might be used as reasons for the circumstance. More schools were requesting state aid to support themselves. In group three, the qualifications required for instructors were lower than at any time in this study; therefore, the wages were lower, and not so much state aid was needed. All teachers' salaries were lowered, not only because of the shortage of funds, but also because of the lower standards of education and experience that was required of applicants. There were fewer teachers employed at

(Table No. 11)

State Aid					
<u>Group: 1929-30 : 1931-32 : 1933-34: 1934-35 : 1935-36</u>					
1	95.	884.	1,028.13	1,267.	9,764.
2	266.	853.	953.	1,260.	5,990.
3	13,227.	16,669.	12,326.36	25,970.	94,909.

Source: State Aid Claims: 1929-30; 1931-32; 1933-34.  
Common School Equalization Fund, 1934-35.  
Primary and Secondary Aid Claims 1935-36.

this time than at any other time in the period covered by this study, and the valuations were correspondingly

low--the lowest in the history of these schools. All of these conditions tend to point out the reasons why Kiowa County independent schools were at the lowest ebb in 1933-34 in educational standards that they were at any time prior to that date.

## CHAPTER V

Expenditures

The first two years of this study is a period of a sharp decline in expenditures of schools in the three groups embraced in this thesis, because of the shortage of finances. The valuations were being cut by a large percentage and the state was not meeting it with sufficient state aid to counteract the effect of the lack of local funds with which to run the schools. During the next two years a substantial increase is noted even though the valuations suffered a further cut. The only reason for this increase in the last part of the period is because the state financial aid increased.

The study of the financial trend over the same period is group two and three are practically the same as group one, with the exception that only the schools in group three increased expenditures during the second year. This was possibly due to the fact that it is composed of larger schools. Such schools, most of them located in the larger cities of the county, were in a better financial condition than any of the other groups. With one exception, the expenditures of all groups were constant the first part of the study, declined the next two years, and during the last part of the period increased to almost what they had expended at the beginn-

ing of the period covered by this study. The most important reason for the increase in expenditures is

(Table No. 13)

Total Expenditures					
Group:	1929-30	: 1931-32	: 1933-34	: 1934-35	: 1935-36
1	53,881.21	44,018.69	27,487.15	31,679.59	35,371.76
2	31,547.06	30,736.41	18,395.13	21,512.70	23,109.48
3	221,641.27	226117.82	163,444.09	188,262.88	233,172.13
Total	307,069.48	300872.92	209,326.37	241,455.88	291,653.37

Source: Financial Statements in the office of State Equalization Board.

found in the fact that state aid made it possible to improve conditions by expenditures.

The noted decrease in the first two years and the especially low figure reached in 1933-34 of \$37.27 per pupil in group one, is quite interesting. The reasons for this decrease are: the teachers' salaries were severely cut; no repair, upkeep, reconstruction, or maintenance work was done; and other expenditures were lowered at least 66%. Because more money was available, due to the increased amount of state aid, two more teachers were added and their salaries raised along with the increased enrollment; the expenditure per student started on a gradual rise during the remainder of the period.

The expenditures of the schools in groups two and three took a different trend in the first part of the

period than did those of the schools which composed group one. The expenditures of these schools rose in 1931-32 over the previous period because teachers' salaries held up better in these groups than they did in group one. Although the expenditures on the other hand, other than teachers' salaries increased proportionately to the total expenditures in this year, they were lowered the next year due to the shortage of finances. In the same year, 1933-34, teachers' salaries, and expenditures for other purposes were cut sharply. From the lowest point in the expenditures which is at this time in the period, the average annual expenditure per child rose steadily because there was much more money due to

(Table No. 14)

Average Annual Expenditure Per Child					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	60.97	57.37	37.27	39.77	47.9
2	58.9	64.63	37.56	43.63	47.23
3	48.49	52.49	37.80	43.38	54.24
Total (Av.)	56.12	58.17	37.54	42.25	49.9

Source: Derived from tables six and fourteen.

state financial support, improved curriculum, better teachers' salaries, and an increased amount of expenditures for school purposes other than instruction.

A sharp decrease was noted in the annual expenditures per teacher during the first and second years of

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the period in both group one and two, because the qualifications required for teachers were lowered, the total expenditures were decreased, and the expenditures other than those for the purpose of instruction, were decreased in proportion. The conditions that caused the total expenditures to be decreased have already been recited in this thesis.

Group one and two increased the annual expenditures during the third and fourth years of this period. Increased state support has been credited for this increased spending condition. The state board set up a group of standards and regulations to be followed by all schools that were to receive state financial aid. These regulations raised the standard of qualifications for applicants for teaching positions. When this was done, salaries had to be raised in proportion; therefore, an increase was seen in the expenditures per teacher. Also, more money was spent for repairs and maintenance purposes by the local school boards. In addition to these conditions, school terms had been shortened in the early part of this period due to insufficient finance, but they were lengthened again during the last years of this study.

Group three remained almost constant during the first year, because the number of teachers employed was cut. But, in the second year a substantial increase in.

expenditures was made because the total amount of money spent was less; expenditures for purposes other than teachers' salaries were cut, and the teachers' salaries

(Table No. 15)

Average Annual Expenditures Per Teacher					
Group:	1929-30	: 1931-32	: 1933-34	: 1934-35	: 1935-36
1	1,344.53	1,228.67	687.18	772.67	842.18
2	1,213.35	1,182.13	735.80	860.51	924.38
3	1,430.	1,517.58	1,119.48	1,191.54	1,475.99
Average	1,389.90	1,405.95	992.07	1,077.92	1,296.23

Source: Derived from tables one and thirteen.

were also lowered. The reasons for the increase during the third and fourth years are the same reasons as are recited as being responsible for the similar increase in the other groups of schools mentioned in this thesis.

Group one decreased its expenditures other than for teachers salaries rather abruptly during the first two years of this period because no equipment was being purchased and hardly any repair work was being done; buildings were allowed to run down for need of maintenance, or remodeling or replacement. The salaries of the janitors and school truck drivers were cut. The local funds available before state furnished financial aid to schools, were not sufficient to carry on the business of the school in a proper manner. In some instances, the term of schools was shortened, in order that the

district might be able to pay the instructors for their services. When there was not enough money available to carry on the administration of the school properly, it is no wonder that other expenditures were curtailed rather severely.

Both group two and three increased their expenditures for items other than salaries for teachers in the first year, even though the teachers' salaries were decreased. The increase in non-instruction expenditures is accounted for by the fact that the valuations in these two groups of schools had been increased, and consequently more funds were available. In addition to this circumstance, there was the problem of pride, that is, holding the schools up to standard. In the second year of the period, both groups decreased the amount of money spent for items other than instructors' salaries. For one thing, teachers' salaries were reduced over one-third of the amount of former years. Enrollment in these schools was falling off, and general retrenchment programs was being carried out in all schools of this group. Many of the buildings that had gone without repair during this period were repaired and sometimes replaced in the third and fourth year of this period. This is one of the reasons for the increase in the expenditures other than those for teachers salaries, in the latter part of



the period. The state aid that began to be important about this time, furnished the finances spent on these items. The schools were making a greater effort during this time because the heaviest levy in the history of this county was voted to support the schools.

(Table No. 16)

Expenditures Other Than Teachers Salaries					
Group:	1929-30	: 1931-32	: 1933-34	: 1934-35	: 1935-36
1	16,701.21	13,086.69	5,504.15	6,318.59	8,264.76
2	7,810.06	9,115.41	3,870.13	4,859.70	5,749.48
3	69,587.39	82,693.22	67,335.09	63,118.45	93,001.13
<hr/>					
Total	94,098.66	104,895.32	76,709.37	74,296.74	107015.37

Source: Derived from tables three and thirteen.

## CHAPTER VI

Length of Term

There is some fluctuation in the number of days taught in the schools comprising group one. The school term in 1931-32 was one day longer than it had been in the preceeding year, and in the following year, two days less were taught. The cause of the shortening in the number of days taught might be attributed to the decrease in the levy voted as well as to the cut in valuation. During the fourth year of the period, the number of days taught was increased approximately one and one-half days. During this year the funds from the state equalization donations furnished financial aid that made it possible to have a little more equal distribution. The greatest increase, during the final year of the period, was slightly over three days; and it was due, to a large extent, not only to the increased levy that was voted, but also to the increased financial support given by the state through House Bill 212.

Group two shows a slight, but very gradual increase, during the entire period. Possibly these schools, as has been pointed out before, were in a little better position to meet the requirements set up by the state board of education, and thus receive state aid more readily, and in greater amounts than did group one. Another reason for

this condition, is that the patrons did not fail to vote sufficient levies to keep the schools up to standard, even in the face of decreased valuations.

The city and consolidated schools comprising group three suffered a decrease in the number of days taught up to the school term, 1934-35. These schools attempted to hold up their high standards of education, as well as their "frills," during the period of time when local funds were not sufficient, and very little state support was available. Teachers' salaries were held up, the curriculum was enriched, and repair and maintenance work was continued, even in the face of a shortage of funds. With these conditions, there was only one thing that could happen to the number of days taught--it inevitably decreased. After 1931, the local school boards decided

(Table No. 17)

Number of Days Taught					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	163	163	161	162	165
2	164	164.8	165.7	166.9	167.5
3	175.4	172.8	173.	164.6	175.
Average	167.5	166.9	166.6	164.5	169.2

Source: Annual Statistical Reports.

to curtail all expenditures in order to have the minimum of nine months school term. Their efforts to do this,

however, were supplemented by the state during the last two years of this period. Especially is the credit given to House Bill 212, inasmuch as this bill made it possible for the schools to maintain the high standards that they desired. In the last year, the number of days taught rose to a figure less than one-half a day lower than it had been in 1929.

Group one showed a very regular, but constant, decrease in the number of days schools were actually held in session with reference to local funds. Over the period of the five years used in this study, the number of days paid for by the local finances decreased over one-fourth. The above statement, when studied with respect to the number of days in the school term, showed that the state was paying entirely for approximately forty-six days of operation of one-teacher schools in Kiowa County, Oklahoma.

The writer concludes that the two-teacher schools in Kiowa County depended less on local funds to support their schools than group one. The decrease in the number of days supported by local funds was very slight but quite regular up to the last year. The reason for the sharp decrease in the last year of the period was found in the fact that House Bill 212 was again responsible for the fact that state funds were furnished to many of these schools, thus lowering the number of days local aid must

furnish in order to have a school term of nine months. In 1929, these schools were paying for 99% of the cost of holding school out of their local funds, but in 1925-36, after having received quite a bit of state financial support, they paid only 74% of the cost from local finances.

As is found in both the other groups, the schools in group three showed a decline in the number of school days paid for by local funds, during the first three years. However, the next year, when state funds were available, the independent schools in Kiowa County received from the state common school equalization fund sufficient money to hold school 17.8 days longer than they could on the state funds received under other systems. The greatest decline, however, is shown in the last year when the schools in this group operated their institutions only 103.8 days with their own support. Over the period of

(Table No. 18)

Number of days Provided by Local Funds					
Group No:	1929-30:	1931-32:	1933-34:	1934-35:	1935-36
1	162.7	159.7	154.2	145.5	119.5
2	162.6	160.4	160.	156.3	123.
3	164.5	160.2	160.	142.2	103.8
Average	163.3	160.1	158.1	148.0	115.4

Source: Percent local funds was of table thirteen, multiplied by table seventeen.

five years, embraced in this study, the consolidated and city schools in group three are shown to be operation over seventy days less on the levies voted by the local patrons, than they were at the beginning of this study in 1929. Due to the state aid received by these schools, the teachers salaries were increased, more money was spent for maintenance and equipment, and in addition to all this, valuations were cut.

The number of days provided by state aid funds is so nearly identical that all three groups will be treated at the same time; and whenever a deviation in the number of days or the reasoning occurs, a notation to that effect will be made. From the beginning of the period covered by this study up to and including the school term 1934-35, there is a gradual increase in the number of days provided for by the state aid funds. This does not, necessarily, mean that the state was assuming more responsibility in financing the educational institutions in its jurisdiction. After having increased gradually during the first four years of this period, the number of days of school paid for with state funds took a sharp increase in the final year. Divers reasons have been assigned to this condition. In group two and one, the increase was possibly due to these schools being able to receive more money under the system of the state school equalization board than they

were receiving under previous set-ups. Group three noted such a sharp increase because the schools, in the previous years, did not meet the standards set by the state board of education for eligibility to receive state financial aid. Moreover the money appropriated by the state for school aid did not hold out as it was planned. All

(Table No. 19)

Number of Days Provided by State Aid Funds					
Group No: 1929-30: 1931-32: 1933-34: 1934-35: 1935-36					
1	.3	3.3	6.8	7.5	45.5
2	1.4	4.6	5.	9.7	43.
3	10.5	12.8	13.	22.8	71.2
Average	4.1	6.9	8.3	13.3	53.6

Source: Derived from table seventeen and eighteen. schools took a decided sharp increase in the final year of the period that has been studied. No doubt, this is because of the improved system set up under House Bill 212. In group three, for instance, under appropriations of House Bill 212, paid for 71.2 days of school in 1935.36.

## Conclusion

In the preceding chapters of this study, the writer has traced the development of the schools in Kiowa County as separate groups according to size. The schools were divided into three groups for purposes of study. Group one was made up of the one-teacher schools; group two was composed of two-teacher schools; and group three consisted of consolidated and city schools. An attempt will be made in this chapter to trace the development of the county schools as a whole.

In the year 1931-2 there were seven less teachers in Kiowa County schools than in the year 1929-30. A discontinuation of one of the one-teacher schools was responsible for the loss of one of the teachers. The independent schools used six less teachers. Because of the depressed financial conditions, these schools were dropping the "frills" of education. The school boards were forced to operate their schools on the minimum number of teachers needed to carry out their academic curriculum. In the next year, 1932-3 the county teaching force was reduced by three teachers. In this year, the independent schools were again responsible for the number of teachers falling off. In the following year, 1934-5, there was an increase of thirteen teachers in the staff. Because of a more enriched curriculum and a more flexible program the independent schools added twelve of the thirteen teachers that were added. With this increase, the



county was employing three more teachers than in 1929-30, the pre-depression period. As far as the number of teachers in the county schools were concerned, the inauguration of the Common School Equalization Fund brought these schools up to, or even above the number employed in any previous period in their history. The last year of this study, 1935-6, only one teacher was added. This addition was due to district number eleven, a one-teacher school becoming a two-teacher school.

The second year showed a substantial increase in teacher qualifications over the first year studied. The two hundred and fourteen teachers employed in Kiowa County schools raised their college preparation an average of five and one-half hours to the teacher. This gave for the year 1931-2 a total increase of six hundred ninety and one-half hours over the preceding year for the county, with seven less teachers employed than in 1929-30. In the year 1934-5, the increase in total hours of teacher preparation was 20% over the preceding year. This was true first because more state support was supplied and second higher standards were required by the State Board of Education and the local School Boards. In the last year of this study, under the operation of House Bill #212, the qualifications of teachers made another increase of more than 15% over the preceding year. There was, at the end of 1936, a total increase in teacher

qualifications of more than 50% over 1929-30.

This table showed that over the six year period of this study, the best salaries were paid teachers in the year 1929-30. In the lowest year that of 1933-4 the salaries had decreased over 37% from 1929-30. Much of this loss in salary was gained back, during the following year, 1933-4, but the last year, 1935-6 showed a decrease of 13% over 1929-30. Kiowa County paid her teachers \$17,000 less in 1931-2 than in 1929-30 and \$80,000 less in 1933-4 than in 1929-30. In the year 1935-6 the total of teachers salaries had returned to within \$28,000 of the total salary paid during the peak year.

A study of this table showed that in the second year of this study, 753 less pupils were enumerated in Kiowa County, than in the year before. The enumeration the next two years, 1932-1934, dropped off in the respective amounts of 500 and 613. The sum of these declines gave the alarming figure of 1866 less pupils enumerated in 1934-5 than in 1929-30. The writer feels that the explanation for the enormous drop is too wide in scope to be undertaken in this study. The cause of the drop is so far reaching, in fact, that few rural communities in the other states have not been affected by the shifting of population. It may be said, however, that in Kiowa County, during these years, many of the districts were short of funds and found that the fee heretofore paid to the

enumerator could be saved by having the enumerating done by volunteers. This work was done, in most cases, by teachers, by members of school boards, or by some person in the community who wanted the school to make this little saving. In many cases it was done by a number of the above mentioned people who divided the district in such a way that a number of persons could be working at the same time. It is plain to see that this method of enumerating failed to get a large percent of the eligible pupils. Another reason for rapid falling off in enumeration is that the school officials began to take less interest in enumeration when the State Board of Education began to ignore enumeration and emphasize average daily attendance, as the basis for giving schools state financial support. There was a gain of 295 pupils in the enumeration made the last year; this made the net loss in enumeration for the five year period beginning 1929 and ending 1936.

The enrollment showed a constant decline from 1929-30 down to the last year, 1935-6, which showed an increase. In the year 1931-2 there were 1102 fewer pupils enrolled than in 1929-30. In the next year, however, the number was only decreased 274 and the following year showed an even smaller decrease of 164. This made a total decrease of 1530 pupils in three years, a decrease of 18 percent. This greatest

decrease in enrollment was in the year 1931-2 when 1102 pupils, amounting to almost 13% of the previous years enrollment, were lost. This was an unusually large drop. The fact that so many people were unable to send their children to school must have been responsible for the unprecedented decline in enrollment. The decreases that occurred in the other two years mentioned, were possible due to natural conditions of the financial situations in that section of the country. The decreases were only 3% for 1933-4 and 2% for 1934-5. The year 1935-6 showed an increase in enrollment of 617 pupils over the preceeding year. This was an increase of almost 9% gained back much of the total of 18% lost.

The valuations in the table on average daily attendance were not so constant in increase or decrease as some of the tables had been. The second year 1931-2 showed a decrease of 610 pupils in average daily attendance over 1929-30. The next year showed an increase of 100 pupils, while in the fourth year the ADA was increased by 233 pupils. The first decrease in ADA shown came during a time when farmers were hard hit by depression and crop failures and were either financially unable to send their children to school, or had to keep them out of school during the time they could be of assistance on the farm. The decrease shown the last year must have been due to slightly better crops, a fact which made it necessary to keep the children out of school longer

to help on the farm. This did not, however, apply to the farmer as much as to the family on the Federal government's works program. These families would not pass up a chance to let the children work when employment was available.

This table showed a gradual increase the second, third, and fourth years studied. This increase was in line with the variations both in enrollment and enumeration for the first four years. The enrollment was decreasing at a more rapid rate than was the ADA; consequently, this table showed an increase. The last year studied showed a decrease of 25.4% because the enrollment for that year increased over the preceding year and the ADA decreased over the preceding year.

This table showed a decrease the second year, because enrollment dropped so much more that year than did enumeration, enrollment dropping 1102 and enumeration only 753. In the third year, enumeration declined more than enrollment and the percentage table shows an increase. The same thing happened the next year, and the table shows the effect in percentage. The last year both enrollment and enumeration showed quite an increase, but at about the same percent, and this table does not change.

This table shows only one group of schools in this study because the other two did not have high schools. This table attempts to show the ratio of the high school enrollment to the elementary school enrollment over the period studied. Kiowa county had, on an average, about 1500 high

school pupils. The high school enrollment gained on the grade schools in percentage over the first three years of this study, but lost just a little ground the last two years. This was due to a slight decrease in the total enrollment of the county for 1934-5, because the high school enrollment showed an increase from year to year.

The school valuations of land in Kiowa County, increased \$369,297. This increase in valuation is accredited almost entirely to the independent schools. The city property, and urban farm land was much slower to be cut in valuation than was the more rural property. As is shown in this table, some of this property increased in valuation. The next year showed a rather marked decrease in valuation for all of the schools but showed, as might have been expected, a slightly greater decrease in percentage for the independent schools. In the year 1934-5, a slight decrease was noted in the total, but again the independent schools were entirely responsible. If the independent schools were a little slower in cutting valuations; they at least continued to reduce at least one year longer than did the rural schools. During the last two years of this study the lowering of valuations was very regular but constant in the entire county.

Average levy voted: This table showed that all of the schools were very consistent in voting very close to the maximum levy during the entire time. Over the five year period there is a difference of less than a mill from the

high to the low levy voted.

State aid: State aid, without question, has been the big factor in saving the schools in Kiowa County financially. Table number 11, chapter 6 shows that the schools would have operated less than six months in 1935-6, had it not been for state aid. The support given the schools by the state has increased from \$13,658 in 1929-30 to \$110,663 in 1935-6. The last figure is considerably over a third of the total expenditures in Kiowa County for 1935-6. Too much praise cannot be given the State Department of Education for the very efficient and equal distribution of the state funds. In addition to aiding the schools financially the regulations embodied in the finance bills caused the school authorities to demand better equipment, higher standards, and more efficient instruction.

Expenditures: This table showed that the expenditures for the county were reduced \$6,296.56 the second year and \$91,546.55 the third year. This reduction, totalling \$97,843.11 was caused by the lowering valuations of property before the state was supplying enough money adequately to overcome the loss of revenue. The small decrease in the levy voted during these years by a few school districts had no material effect on the amount of local revenue. As a whole, the schools were making as strong an effort to support schools in 1933-4 as they were in 1929-30. They had, however, almost \$100,000 less money with which to do it.



The increase of \$32,128.80, in the fourth year, 1934-5 and \$50,198.20, the fifth year 1935-6 was almost entirely due to the increased amount of state aid received during these years. These two years show a total gain of \$82,327 to gain compared to the loss sustained the first two years shows that the schools were spending only \$15,416.11 less in 1935-6 than they were in 1929-30. Table 111 in Chapter 11 showed that the county teachers were being paid \$28,333.82 more in 1929-30 than they were in 1935-6. If we disregard teachers salaries in thinking of expenditures we would, then, say that the schools were actually spending \$13,000 more.

The increase of the expenditures per child in ADA for the second year may be explained by noting that both expenditures (Table 1) and ADA (Table 111, chap 11) decreased during the second year, but that the ADA decreased more in proportion, thus making the amount per pupil much greater. Because the total expenditures dropped almost 30% the third year and the ADA actually increased, the cost per child shown in this table drops to a very low figure when compared with that of other years. In the last two years the schools increased their expenditures much faster than they increased their ADA and we find the cost per pupil as shown in this table gradually rising.

The average expenditure per teacher increased slightly the second year of this study. The total expenditures for



the schools decreased, but, due to the fact that proportionately fewer teachers were employed the cost per teacher was more. The next year, the number of teachers was slightly reduced but the large decrease in total expenditures caused the cost per teacher to drop considerably. In the next year studied, both the total expenditure and number of teachers were increased but in such a ratio that the average expenditure per teacher in the last year of this study was due to the large increase in total expenditures of the schools, while there was only one more teacher employed than in the previous year.

Expenditures other than teachers' salaries: The reason given for the increase shown the second year of this table is that the total school expenditures decreased more than did the total expenditures. There was more money spent for things other than teachers' salaries in 1931-2 than in 1929-30. The large reduction in total expenditures the next year is shown in this table. By this time, the county schools had really retrenched in every possible way. The last year, as would be expected, shows that more money was spent for purposes other than teachers' salaries as well as for teachers' salaries.

Number of days taught: The table on the number of days taught showed that schools were in session almost as long during the years when revenue was reduced by one-third as before the revenue reduction. This can be explained by

noting that the schools cut salaried, equipment, and maintenance costs rather than to cut the school term. A reason for this logic on the part of the local boards may be that in many cases the amount of state support was based upon the number of days taught, rather than the amount of money spent.

The total number of days the schools in Kiowa County were operated by local funds decreased gradually the first three years of this study and increased during the last two years was due to the increased state support given the schools. As soon as the schools were given more state aid they enriched their curricular programs, raised teachers salaries, and purchased equipment sufficient to raise the daily cost of maintaining their schools. This consequently, cut the number of days schools would run on their local funds.

Number days provided by State aid: In the year 1929-30, the state supported the schools in Kiowa County for an average of four and one-tenth school days, while in the year 1935-6 the state supported the same schools on an average of fifty-three and six-tenths school days. The state, therefore, increased its support in this respect from slightly over 2% to well over 31% in 1935-6. Most of this increase was found to be in the last two years and was caused by the Common School Equalization Fund and House Bill #212. Until the inauguration of the first of these bills, the state was furnishing only 5% of the financial burden of the schools.

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